

LOCALLY MODIFIED (BASIC) COURSE(S)

Background

The needs of most grade 10-12 students can be met through the selection of provincially developed curricula. The Adaptive Dimension allows teachers to adjust any or all of the following variables: learning environment, instruction, assessment, and resources.

Within the Regular Education Program students may also access locally developed (LDC) or locally modified (basic and advanced) (LMC) course options. The decision to access a locally modified course should be discussed with the Student Support Teacher, school administrator, graduation coach, Student Services and/or Curriculum Consultant, the student and their parent/guardian/caregiver, and any other consultants or agencies as deemed appropriate by school administration.

A Locally Modified (Basic) Course(s) is considered when the student demonstrates an academic history of inability to meet the grade level standard outcomes with adaptations, differentiation, and intervention supports based on school and division academic data and educational history.

In specific circumstances, a locally modified basic course may also be considered if one or more of the following impacting factors are present for the student:

- Moderate to severe learning difficulties
- At risk of dropping out of school
- Poor work habits, and attendance
- Mental Health

Students who are impacted by one or more of these factors **do not** necessarily require a Locally Modified (Basic) Course(s). Students should be enrolled in Provincially Developed Courses whenever possible and may be enrolled in a combination of Regular Education Programs.

Procedures

1. In most cases, students enrolling in Grade 10 should be placed in regular provincial courses. Consideration for placement in a locally modified course should be determined after the student has had an appropriate time to attempt the regular course.
2. When a teacher recommends a student for a modified course, a review of the student's academic history including Record of Adaptations, IIP, and/or interventions will occur by the Student Support Teacher (SST), school administrator, and grad coach.
3. A meeting will be scheduled with the students, parents/guardians/caregivers, and any other consultants or agencies as deemed appropriate by the family and school prior to a decision to enroll the student in a modified course. The following information must be provided during this meeting:
 - 3.1 Course goals and content.

- 3.2 Differences between regular and modified courses.
 - 3.3 Career and post-secondary implications.
 - 3.4 Method of course delivery, assessment, and evaluation process.
 - 3.5 Rationale for recommending the course(s).
4. Based on discussions and review of academic history, the principal or designate, the Student Support Teacher, the Student Services and/or Curriculum Consultants, the student and their parents, will make a decision as to the course(s) in which the student will be placed.
 5. If the decision is made to place the student in a modified course, parents/guardian/caregiver and student sign form 221-1 and 221-2 indicating their acknowledgement of enrollment in a locally modified course(s). Student refusal to participate in modified courses is noted on form 211-1 Decline of Services and Interventions or Programming form. Form 221-1 and 221-2 are signed yearly by the student and parent during the review process.
 6. Form 221-1 and 221-2 are forwarded to the Student Services Consultant for approval and are stored in the student's cumulative folder.
 7. Only modified courses at the 11, 21 or 31 level that have been approved for Good Spirit School Division by the Ministry of Education may be used. Administrators should consult with the Superintendent of Learning, Student Services or Curriculum Consultant to determine status of approval. Copies of these courses will be available on the school division portal.
 8. The classroom teacher is responsible for instruction and assessment of the course. The Student Support Teacher may provide consultation and support.
 9. A student in a modified course should remain in the regular classroom whenever possible. It is also possible to deliver a modified course as a separate course.
 10. Upon completion of a modified class, the decision to continue enrolling a student in a modified course(s) is to be monitored to ensure placement remains appropriate. When possible, every effort should be made to transition the student into regular programming so they can attain as many regular credits as possible.
 11. Students who are learning English as an additional language should be placed in regular programming with adaptations whenever possible. Their individual graduation plan may require adjustment to accommodate their English language learning. If an EAL student has been assessed and monitored over a span of time and there are indications of first language delay or other specific learning challenges, then alternative pathways to achieving provincial outcomes may be considered.

Reference:

Forms Manual: Form 221-1; Form 221-2

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